

Oaktree School Assessment  
**GEOGRAPHY Step 2 (7-12)**

Pupil: \_\_\_\_\_

| Learning target:  | Date |
|---|------|
| I can notice changes in a familiar room.                                |      |
| I can talk about a visit to a shop using words/signs/symbols/gestures   |      |
| I can talk about a visit to the park using words/signs/symbols/gestures |      |
| I am aware of changes in the weather                                    |      |
| I am aware of the purpose of some indoor places                         |      |
| I am aware of the purpose of some outdoor familiar places               |      |
| I am aware of some symbols and signs in the environment                 |      |
| I use some equipment appropriately e.g. put rubbish in the bin          |      |
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|              |              |              |               |               |               |
|--------------|--------------|--------------|---------------|---------------|---------------|
| 7<br>up to 1 | 8<br>up to 2 | 9<br>up to 3 | 10<br>up to 4 | 11<br>up to 6 | 12<br>up to 8 |
|--------------|--------------|--------------|---------------|---------------|---------------|

*Jottings*

I am extending my skills to help me explore the world. I handle artifacts and materials given to me. I know that certain actions produce predictable results, e.g. pushing the button will make the fire-engine siren sound. I can recognize familiar places and people and what they are there for, e.g. park, school, police, and use gestures/ signs/ symbols or single words to show that I know them.

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**GEOGRAPHY Step 3 (13-18)**

Pupil: \_\_\_\_\_

| Learning target:  | Date |
|---|------|
| I can match pictures to objects in the environment                                |      |
| I can answer simple questions about places and people                             |      |
| I am aware of where classroom equipment is kept                                   |      |
| I am aware that shops sell things   |      |
| I am aware of different types of buildings  |      |
| I can talk about the changing weather using words / signs / symbols / gestures    |      |
| I can talk about what I see in the environment using words/signs/symbols/gestures |      |
| I notice changes in the environment   |      |
| I can say/ sign / gesture when I feel cold  |      |
| I can say / sign/ gesture when I feel hot   |      |

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|---------------|---------------|---------------|---------------|---------------|----------------|
| 13<br>up to 1 | 14<br>up to 2 | 15<br>up to 4 | 16<br>up to 6 | 17<br>up to 8 | 18<br>up to 10 |
|---------------|---------------|---------------|---------------|---------------|----------------|

*Jottings*

I can follow set routes around familiar places. I show my awareness through gestures/ signs/ symbols or words of significant differences between specific physical/natural and human/ made features of places, e.g. 'cars here' on a noisy street, 'cars gone' in the park. I can answer simple questions about people and places, e.g. 'Who can help us?' I can begin to sort and classify objects in terms of simple features or properties, e.g. pebbles or rocks found on a local walk, according to colour or size.

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**GEOGRAPHY Step 4 (19-24)**

Pupil: \_\_\_\_\_

| Learning target:  | Date |
|---|------|
| I am aware of some differences between physical/natural and human/man-made places     |      |
| I can name (sign) common objects in the classroom                                     |      |
| I can name (sign) common objects in the street  |      |
| I can talk about familiar scenes in the street using words / signs symbols / gestures |      |
| I can talk about familiar scenes in the park using words / signs symbols/ /gestures   |      |
| I know what some shops sell   |      |
| I know some ways that people travel   |      |
| I can sort appropriate clothing for the weather                                       |      |
| I can use pictures or symbols to show familiar places                                 |      |
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|---------------|---------------|---------------|---------------|---------------|---------------|
| 19<br>up to 1 | 20<br>up to 2 | 21<br>up to 3 | 22<br>up to 5 | 23<br>up to 7 | 24<br>up to 9 |
|---------------|---------------|---------------|---------------|---------------|---------------|

*Jottings*

I can show some understanding of the difference between the physical/natural and human/made features of places. I can use pictures or symbols to show familiar places and what they are for. I can show what I think about different people and environments and answer simple questions about places and people, e.g. 'What can you buy in this shop?' 'What can you do in the park?'

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**GEOGRAPHY Step 5 (25-30)**

Pupil: \_\_\_\_\_

| Learning target:  | Date |
|---|------|
| I can say what I like about physical ( natural ) places using words / signs/ symbols / gestures |      |
| I can say what I like about human ( man-made ) places using words / signs / symbols / gestures  |      |
| I can recognise these buildings: house, shop, church, flat                                      |      |
| I know different modes of transport around our school   |      |
| I know the names of rooms in a home   |      |
| I can identify the room where furniture is normally found                                       |      |
| I can talk about what I see in a picture using words / /signs/ symbols / gestures               |      |
| I can sort clothes for different kinds of weather   |      |
| I am aware of how the weather can effect events   |      |
| I am aware of changes in weather  |      |
| I can identify some differences between summer and winter                                       |      |
| I can use symbols to represent directions   |      |
| I can record key features of a place using models or symbols                                    |      |
| I know some ways I can care for the environment e.g. watering plants, picking up litter         |      |

|               |               |               |               |                |                |
|---------------|---------------|---------------|---------------|----------------|----------------|
| 25<br>up to 2 | 26<br>up to 4 | 27<br>up to 6 | 28<br>up to 8 | 29<br>up to 11 | 30<br>up to 14 |
|---------------|---------------|---------------|---------------|----------------|----------------|

*Jottings*

I can communicate my preferences about the physical (natural) and human (man-made) features of places. I am beginning to use symbols to represent direction. I can represent and record key features of a place using models or symbols. I am aware of my role in caring for my environment, e.g. watering plants, picking up litter.

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**GEOGRAPHY Step 6 (31-36)**

Pupil: \_\_\_\_\_

| <b>Learning target:</b>  | <b>Date</b> |
|--|-------------|
| <b>I can record data through pictures</b>  |             |
| <b>I can complete a simple tally chart</b>   |             |
| <b>I can make a pictogram</b>  |             |
| <b>I am aware that people around the world dress differently</b>                                       |             |
| <b>I am aware that people around the world have different homes</b>                                    |             |
| <b>I am aware that people around the world eat different foods</b>                                     |             |
| <b>I am aware that people around the world speak in different languages</b>                            |             |
| <b>I am aware that people around the world have their own music</b>                                    |             |
| <b>I am aware that people around the world have their own dances</b>                                   |             |
| <b>I can talk about the features of my school using words/ signs/ symbols/ gestures</b>                |             |
| <b>I can use appropriate vocabulary to describe the weather using words/ /signs/ symbols/ gestures</b> |             |
| <b>I can identify the features of the place where I live</b>   |             |
| <b>I can recognise differences in houses</b>   |             |
| <b>I know homes are made of different materials</b>  |             |
| <b>I am aware of how my area has been made safer</b>   |             |
| <b>I can say what I like in my environment using words/ signs/ symbols/ gestures</b>                   |             |
| <b>I can say what I don't like in my environment using words/ signs/ symbols/ gestures</b>             |             |
| <b>I can answer simple questions about people and places using words/ signs/ symbols /gestures</b>     |             |

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|---------------|---------------|---------------|----------------|----------------|----------------|
| 31<br>up to 3 | 32<br>up to 6 | 33<br>up to 9 | 34<br>up to 12 | 35<br>up to 15 | 36<br>up to 18 |
|---------------|---------------|---------------|----------------|----------------|----------------|

### Jottings

I can recognise the physical/natural and human/man-made features of places. I can use simple geographical language to communicate ideas about various locations, functions and roles. I can use resources and my observations to respond to simple questions about places and people. I can recognise simple symbols or representations on maps and plans. I have some understanding of environmental awareness and how it relates to my life. I can say which features of the environment I find attractive or unattractive.

Oaktree School Assessment

GEOGRAPHY Step 7 (37-45)

Pupil: \_\_\_\_\_

| Learning target:  | Date |
|---|------|
| I am aware of signs and symbols in the environment          |      |
| I can use pictures for information in non-fiction books     |      |
| I can use a simple atlas                                    |      |
| I can use labels around the school                          |      |
| I can follow directions around the classroom                |      |
| I can follow directions around the school                   |      |
| I am aware of the terms right and left                      |      |
| I am aware of North, South, East and West                   |      |
| I can name some places in my locality                       |      |
| I can identify work of people who visit our school          |      |
| I can name the country I live in                            |      |
| I can compare my locality with a contrasting area           |      |
| I can mark some features on a simple map                    |      |
| I know the purpose of some buildings in the locality        |      |
| I am aware of some areas that could be made safer           |      |
| I am aware of a way my area could be improved               |      |
| I can use resources to answer simple questions about places |      |
| I can use simple comparative language                       |      |

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|----------------|----------------|----------------|---------------|----------------|----------------|
| 37<br>up to 2  | 38<br>up to 4  | 39<br>up to 6  | 40<br>up to 8 | 41<br>up to 10 | 42<br>up to 12 |
| 43<br>up to 14 | 44<br>up to 16 | 45<br>up to 18 |               |                |                |

## Jottings

I can show my developing knowledge, skills and understanding when studying the local area. I can recognise and make observations about physical and human features of different localities. I can express my views about the features of the environment of a locality. I can use resources and my observations to ask and respond to questions about places and environments.



Oaktree School Assessment

GEOGRAPHY Step 8 (46-54)

Pupil: \_\_\_\_\_

| Learning target:   | Date |
|--|------|
| I can describe what I see using geographical vocabulary          |      |
| I know which city / town I live in                               |      |
| I can use the terms right and left                               |      |
| I can identify some similarities                                 |      |
| I can identify some differences                                  |      |
| I can use pictures and photographs to identify features          |      |
| I can identify physical and human features of a landscape        |      |
| I can name the countries of the UK                               |      |
| I can find the UK on a globe and in an atlas                     |      |
| I can identify sea and land on a globe                           |      |
| I can draw a diagram of my classroom                             |      |
| I can follow a map/ route in a familiar area                     |      |
| I can draw a map of a familiar journey                           |      |
| I know different ways of travelling                              |      |
| I can identify suitable methods of transport to different places |      |
| I know some work activities                                      |      |
| I know some leisure activities                                   |      |
| I can make a simple weather chart                                |      |
| I can interpret a simple weather chart                           |      |
| I know about some local environment issues/ recycling schemes    |      |

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|----------------|----------------|----------------|---------------|----------------|----------------|
| 46<br>up to 2  | 47<br>up to 4  | 48<br>up to 6  | 49<br>up to 8 | 50<br>up to 10 | 51<br>up to 13 |
| 52<br>up to 16 | 53<br>up to 19 | 54<br>up to 22 |               |                |                |

## Jottings

I can show my knowledge, skills and understanding when studying the local area. I can describe physical and human features of places, and recognise and make observations about those features which give places their character. I am aware of places beyond my locality. I can express my views on the environment of a locality and recognise how people affect the environment. I can select information using resources given to me. I can use this information and my own observations to help me ask and respond to questions about places and environments. I can use geographical vocabulary.

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**GEOGRAPHY Step 9 (55-63)**

Pupil: \_\_\_\_\_

| Learning target:   | Date |
|--|------|
| I can use a key on maps                                  |      |
| I can use simple co-ordinates                            |      |
| I know the eight points of the compass                   |      |
| I can mark on a map of the UK the location of my home    |      |
| I can locate places on maps                              |      |
| I can make observations using geographical terms         |      |
| I can identify features on a local map                   |      |
| I can identify features from overhead pictures           |      |
| I can explain different types of settlement              |      |
| I can explain how different forms of transport are used  |      |
| I can identify hot and cold places on a globe            |      |
| I can use a variety of sources for weather forecasts     |      |
| I can identify how the weather impacts on human activity |      |
| I can identify the main points in the water cycle        |      |
| I know how my local area could be improved               |      |

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|-------------------|----------------|----------------|---------------|---------------|---------------|
| 55<br>up to<br>1  | 56<br>up to 2  | 57<br>up to 3  | 58<br>up to 5 | 59<br>up to 7 | 60<br>up to 9 |
| 61<br>up to<br>11 | 62<br>up to 13 | 63<br>up to 15 |               |               |               |

## Jottings

I can show my knowledge, skills and understanding when studying the local area. I can describe and compare the physical and human features of different localities, and offer explanations for the locations of some of those features. I am aware that different places may have both similar and different characteristics. I can give reasons for my observations and for my views and judgments about places and environments. I can recognise how people seek to improve and sustain environments. I can use different sources of evidence to respond to a range of geographical questions. I can use appropriate geographical vocabulary to communicate my findings.

Oaktree School Assessment

Geography Step 10 (64-72)

Pupil: \_\_\_\_\_

| Learning target:   | Date |
|--|------|
| I can search a database  |      |
| I can use an index to locate a place in an atlas                           |      |
| I can use an atlas to locate places in the news                            |      |
| I can describe changes to landscape associated with settlement             |      |
| I can describe the main features of distribution of settlement             |      |
| I can describe how landscape effects housing, clothing, diet and lifestyle |      |
| I can describe how weather effects housing, clothing, diet and lifestyle   |      |
| I can explain why some areas are settled and some are not                  |      |
| I can identify the main road and rail links in my area                     |      |
| I can name and place some cities of the UK on a map                        |      |
| I can take temperature readings  |      |
| I can identify the effects of wind on temperatures                         |      |
| I can identify the main stages of a river system                           |      |
| I can identify the landscape features produced by a river                  |      |
| I can identify ways of reducing waste                                      |      |
| I can identify ways of reducing power in the school                        |      |
| I can identify how a place has been looked after                           |      |

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|------------------|---------------|---------------|---------------|----------------|----------------|
| 64<br>up to<br>2 | 65<br>up to 4 | 66<br>up to 6 | 67<br>up to 8 | 68<br>up to 10 | 69<br>up to 12 |
|------------------|---------------|---------------|---------------|----------------|----------------|

|                   |                |                |
|-------------------|----------------|----------------|
| 70<br>up to<br>14 | 71<br>up to 15 | 72<br>up to 16 |
|-------------------|----------------|----------------|

## Jottings

I can show my knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. I can begin to recognise and describe geographical patterns to appreciate the importance of wider geographical location in understanding places. I can recognise and describe physical and human processes. I am beginning to understand how these can change the features of places and how these changes affect the lives and activities of people living there. I understand how people can both improve or damage the environment. I can explain my views and the views that other people have about environmental change. Drawing on my knowledge and understanding, I can suggest suitable geographical questions, and use a range of geographical skills to help investigate places and environments. I can use primary and secondary sources of evidence in investigations and communicate findings using appropriate geographical vocabulary.

Oaktree School Assessment

**GEOGRAPHY Step 11 (73-81)**

Pupil: \_\_\_\_\_

| <b>Learning target:</b>   | <b>Date</b> |
|---|-------------|
| <b>I can use 6 figure grid references</b>                                 |             |
| <b>I can extract information about a location from maps</b>               |             |
| <b>I can use an OS map</b>  |             |
| <b>I can discuss alternative views</b>                                    |             |
| <b>I can recognise, explain and describe geographical patterns</b>        |             |
| <b>I can evaluate main sources of evidence</b>                            |             |
| <b>I can locate specific details on a map</b>                             |             |
| <b>I can identify slopes, hill tops and valleys from contours</b>         |             |
| <b>I can describe features along a route on a map</b>                     |             |
| <b>I can show how a globe can be presented on a flat surface</b>          |             |
| <b>I can identify how physical features affects settlement</b>            |             |
| <b>I can show an understanding between locality and economic activity</b> |             |
| <b>I can identify economic links between two places</b>                   |             |
| <b>I can compare weather charts of places in the UK</b>                   |             |
| <b>I can compare weather and climate</b>                                  |             |
| <b>I can identify the reasons rivers flood</b>                            |             |
| <b>I can identify methods of controlling flooding</b>                     |             |
| <b>I can compare weathering and erosion</b>                               |             |
| <b>I can explain how and why population changes</b>                       |             |
| <b>I can compare land use in different types of economic settlement</b>   |             |
| <b>I can identify the causes and effects of natural hazards</b>           |             |
| <b>I can explain how rivers and seas are vulnerable to pollution</b>      |             |

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| <b>I can identify sources of pollution</b>             |  |
| <b>I can describe ways of tackling pollution</b>       |  |
| <b>I understand how a river changes</b>                |  |
| <b>I understand the effects of river changes</b>       |  |
| <b>I can explain different ways of managing change</b> |  |

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|----------------|----------------|----------------|----------------|----------------|----------------|
| 73<br>up to 3  | 74<br>up to 6  | 75<br>up to 9  | 76<br>up to 12 | 77<br>up to 15 | 78<br>up to 18 |
| 79<br>up to 21 | 80<br>up to 24 | 81<br>up to 27 |                |                |                |

### Jottings

I can show my knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. I can describe and begin to explain geographical patterns and physical and human resources. I can recognise some of the links and relationships that make places dependent on each other. I can suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. I recognise how people try to manage environments sustainably. I can explain my views and begin to suggest relevant geographical questions and issues. I can select information and sources of evidence, suggest plausible conclusions to investigations and present findings both graphically and in writing.